Influences gender on adjustment and self-esteem among adolescents

Armin Mahmoudi

Assistant Professor, Department of Studies in Education, Yasouj branch, Islamic Azad University, Yasouj,Iran
Armin Mahmoudi Assistant Professor, Department of Studies in Education, Yasouj branch, Islamic Azad University, Yasouj,Iran. Email: dehlidena@yahoo.com

Abstract: In the present study an attempt is made to see whether male and female adolescents studying in standard 9 differ in their level adjustment and self esteem. A total of 100 adolescent students studying in Yasouj city were randomly selected. They were administered Bell's Adjustment Inventory (1968) (which measured adjustment of an individual in 4 areas-Home, health, social and emotional) and Self esteem inventory developed by Cooper and Smith (1987), which measured self esteem of an individual in 5 areas-general self, social self, home parents, lie scale and school academic. Independent samples 't' test was applied to see the differences between male and female students. Results revealed that male students found to have higher levels of self esteem compared to female students. Further, Gender had no differential influence over adjustment scores in home, health, emotional, and social areas.

Key words: Adjustment, Self-Esteem, Adolescence, Gender, Inventory

Introduction

Adolescence is the Physiological learning period and the Physical adaptation which varies from person to the other (Alan, 2000). Adolescence will start with puberty and end with growth and general development termination. Both periods of adolescence and puberty start at the same periods; however, adolescence lasts 8 years and includes pubescence changes in the body along with mental, drive, tendency, interaction, emotional development, job satisfactory and moral and religious purification. The adolescence period lasts about 7 to 8 years and ranges from 12 to 20 years old (Weissman, 1975).

Adjustment refers to adoption of the organism to demands of the environment. Human being not only adapts to their environment but through the use of intelligence changes the environment to meet the needs more effectively. He learns to develop his self by exchanging the demands and influence of his environment. In the process of meeting the demands of life on may be encountered with problems of health. Duncan (1949). Many studies have been conducted on problems of adolescents and various factors influencing adolescents' behavior. Conflict between parents, mother's low level of education, lack of support from parents, negligence by parents, adverse affect of television viewing giving rise to unfulfilled unrealistic demands, exposure to peers who smoke, drink or use drugs, their social status in modern society etc. were some of the important factors found to be responsible for development of problem behavior in adolescents. Problem behavior in adolescent gives rise to symptoms such as frustration, obstinacy, aggressiveness, impulsiveness, violent behavior, antisocial behavior, etc. Faulty lifestyle is responsible for some behavioral problems in adolescents and it increases prevalence of psychosomatic disorders during this stage of development indicating the importance of a healthy environment. On the whole, satisfying the needs leads to every single individual adjustment. Man lives in a world full of challenges resulted in depression and conflict as hindrances in achieving the goals. In other words, when a man's needs are not satisfied, he she suffer mental breakdown and tension. Thus, removing disappointment, shortcomings and life challenges ends in adjustment.

Self-esteem is assumed constantly as one of aspects in personality in close interaction with the others. Since the family environment plays a significant role in malign personality' it can pave the way for self-evaluation. This' self-esteem is considered constantly as one of the aspects in personality close interaction with others.   Possessing the feeling of self esteem is as a vital asset which can engender talent and flourish initiative. (Douglas, 1968) low self esteem is as an Index in diagnosing the children's abnormalities. Despite the fact that it is not clear whether low self -esteem is the chief cause of every abnormality, the study conducted by Shamlou(2005) revealed that it is obvious that low self esteem children face unsurmounted and numerous challenges . In other words, cognitive process, affection impetus, imitative and decision making are affected by self- valuation. It is as the kernel of characteristics in interaction with the rest.

In recent years there has been increasing interest in gender-related influences on adolescence adjustment and academic achievement. There is growing appreciation that a better understanding of concerns

in these areas will be necessary not only for promoting optimal individual development, but also for meeting the nation's social and economic needs (Browen & Finkelhor, 1986). Contemporary theory and research reflects a shift from studying gender as static, relatively isolated indicator to examining their mutual implications for adolescence adjustment within more process-oriented, integrative frameworks. (Chandy & Blum, 1996). Using this approach. Contextual and psychological experience of group members can be considered in relation to normative processes of adaptation within specific periods or stage of development. Several factors point to early adolescence as a period of particular importance for issue pertaining to gender (Cohen & etc, 1996). These include increased exposure to others of differing backgrounds at this age stage-specific concerns such as puberty and dating and the emerging salience of group identity in processes of self-understanding (cohen & Willis, 1985).

Therefore, the adolescence with the same age group who are present at school can feel the tangibility of Pedagogical changes. Since school is a social environment, it is fundamental that every single individual keeps in touch with his/ her peer groups Besides, the adjustment conflict can be posited in terms of the manner of adjustment to the school atmosphere, principals, teachers and subject matters is incorrect behaviors and will be pessimist to the future (Douglas, 1968).

Objectives
The purpose of the present study is to investigate
1) To find whether there is a significant differences between the adjustment of Standard (IX) boys and girls.
2) To find whether there is a significant differences between the Self-Esteem of Standard (IX) boys and girls.

Methodology
Population and Sample
Population: The population of the study consisted of all the Standard (IX) student in Yasouj city. The present study was conducted on the random sample of 100 Standard (IX) students (N = 100), male (N_1 = 50) and female (N_2 =50) of secondary schools of Yasouj city. The age of the subjects of class (IX) ranged between 14 and 15 years.

TOOLS
1. Adjustment Inventory for adolescent Students (BAI) developed by Bell's Adjustment (1968). The inventory comprises of 140 items in relation to five areas of adjustment (Home 35, Health 35, Social 35, and Emotional 35 items). The test is helpful in

screening the poorly adjusted students who may need further psycho-diagnostic study and counseling for their adjustment problems. The reliability coefficients were determined by spilt half and test retest methods, where the reliability coefficients varied from .81 to .89 for various areas of adjustment through split half and reliability coefficients varied from .89 to .92 through test retest method for different areas of adjustment. Cross validation of the scale with K.Kumar's adjustment inventory resulted in Pearson's *r* of .72, .79, .82 and .81 for home, health, social and emotional areas respectively.

2. Self – Esteem Inventory for adolescent Students developed by Cooper smith(1987).The Inventory comprises of 58 items in relation to five areas of Self-esteem.(General self 25, Social self 8, Home parents 8, Lie scale 8, School Academic 8). The alpha coefficient for the total self esteem scale was .88 and .79 for the Anglo-Indian and Vietnamese-Australian samples respectively. The validity of the scale was ascertained by Convergent and discriminate validity using EPQ (Eyesenck Personality Questionnaire), where negative and significant correlations were obtained for neuroticism scale and positive and significant correlations were obtained for extroversion dimension.

Procedure
The Tools were administered on the sample of 100 selected adolescent subjects. The items in the answer sheet were scored according to of scoring keys for four different areas. (Home, Health, Social, and Emotional).The data thus obtained was analyzed & interpreted using various statistical techniques.
The obtained scores were recorded on master sheet and later fed to the computer using SPSS for Windows software (version 16.0). Depending on the scores the subjects were classified into two levels of self-esteem-low and High. Using Independent samples 't' test, influence of self esteem was verified on 4 areas of adjustment and total adjustment scores, taking self esteem as independent variable (varied at 2 levels-low and high) and adjustment scores as dependent variables.

Analysis and interpretation of data
In all the components of self-esteem significant differences were observed between male and female students except in school academic self esteem. In the case of general self esteem ('t'=5.581; P=.000), social self ('t'=6.962; P=.000), Home, parents ('t'=6.574; P=.000) and in total self esteem scores ('t'=8.10; P=.000), where male students had higher self esteem scores than female students. In the case of school academic self esteem male and female

students (means 3.54 and 3.54 respectively) had similar self esteem scores and t test revealed a non-significant difference between them ('t'=.841; P=.912). The male students seem to have higher self esteem (with respect to total self esteem, general, social self, home-parents) than female students may

be because of our patriarchal culture wherein boys are always being made to feel they are superior compared to girls. Since girls are hardworking as seen on annual results and they are more studious, may lead to scoring more than boys.

Table 1: Mean self esteem scores (on various areas) of male and female students with the results of Independent samples 't' test.

Gender	Self esteem	Mean	S.D	't' value	P value
Male	General	16.70	2.70	5.581	.000
Female		13.68	2.71		
Male	Social self	6.90	1.43	6.962	.000
Female		4.92	1.41		
Male	Home parents	7.18	1.52	6.574	.000
Female		5.18	1.52		
Male	School academic	3.54	1.45	0.841	.912
Female		3.54	1.45		
Male	Total	35.92	4.322	8.100	.000
Female		28.90	4.343		

Table 2 : Mean adjustment scores (on various areas) of male and female students with the results of Independent samples 't' test

Areas of adjustment	Gender	Mean	S.D	't' value	P value
Home	Male	12.72	4.71	.563	.575
	Female	12.24	3.77		
Health	Male	8.80	5.25	.218	.828
	Female	8.58	4.84		
Social	Male	16.98	5.40	.975	.332
	Female	16.00	4.63		
Emotional	Male	13.70	6.11	.764	.447
	Female	12.90	4.20		
Total	Male	52.24	15.31	1.059	.292
	Female	49.48	10.28		

In all the areas of adjustment, gender did not have significant influence as all the obtained 't' values found to be non-significant. In other words male and female students did not differ significantly in their adjustment scores. In areas like home, health, social, emotional and in total adjustment scores, male and female students had statistically similar scores.

Main findings
1. Male students found to have higher levels of self esteem compared to female students.
2. Male students had higher self esteem than female students in the cases of general self esteem, social self & home self.

3. Only in academic self esteem male and female students had similar scores.4. Gender had no differential influence over adjustment scores in home, health, emotional, and social areas.

The relationship among gender identity, sex typing, and adjustment has attracted the attention of social and developmental psychologists for many years. However, they have explored this issue with different assumptions and different approaches. Generally the approaches differ regarding whether sex typing is considered adaptive versus maladaptive, measured as an individual or normative difference, and whether gender identity is regarded as a uni-dimensional or multidimensional construct. In this context, Lurye, Zosuls, & Ruble (2008) consider both perspectives and suggest that the developmental timing and degree of sex typing, as well as the multidimensionality of gender identity, be considered when examining their relationship to adjustment.

Our self-concept reflects a variety of beliefs that begin to develop in early childhood. The experiences that we have, the basic ideas we formed about ourselves, and the messages we heard growing up, help form our self-concept and influence our self-esteem. Gender Socialization creates expectations for the way women and men behave, think and feel about themselves. Girls entering adolescence struggle with many issues such as body image, which can lead to eating disorders, fears of rejection and mixed messages from society. These cultural messages have tremendous impact on the self-esteem of women. Boys and men also live by social pressures to behave in the prescribed roles that define manhood. Boys and men are also subject to inauthentic feelings of self if they do not fulfill the definition of being "male."In research and policy design, gender issues need to be addressed more explicitly, rather than as a sub-category of the poor. Modelling and planning tools, such as Social Accounting Matrices should incorporate gender disaggregated data where available.

- The use of rapid, qualitative, participatory and action oriented research techniques may be of more value than top down quantitative exercises in identifying the implications of adjustment for women. Resources might be usefully geared to community level monitoring and evaluation, for example of chiatr.

service provision, with the involvement of women who are the users of services. This should be tied to some form of accountability of service providers.

To conclude, adolescent age is being considered as stress and storm full age, where there will be rapid transition both psychologically and physically among adolescents. This may lower the self esteem of the adolescents which is more pronounced in female adolescents. This in turn affect the adjustment process of the adolescent in different settings too.

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